



Introduction

This document contains information the test coordinator (TC) and test accommodations coordinator (TAC) need in order to request or arrange accommodations for the ACT[®] college readiness assessment.

Available Accommodations

The following test accommodations are available for the ACT.

- **ACT-Approved:** These are determined by ACT in compliance with the Americans with Disabilities Act (ADA) and the *Diagnostic and Statistical Manual of Mental Disorders*, 4th or 5th Edition.
- **Locally Approved:** These are determined by the TC following specific ACT policy.
- **State-Allowed:** These are determined by the TC following state or district guidelines. These are only available if your state or district has included them in your particular testing program.

Comparison of Accommodations

Use the chart below to determine which option is appropriate for examinees.

NOTE: Locally Approved Accommodations may be provided to an examinee testing with ACT-Approved Accommodations, standard time, or State-Allowed Accommodations, as needed.

	ACT-Approved	Locally Approved	State-Allowed
Are scores reportable to colleges?	Yes, scores may be reported to colleges, scholarship agencies, or other entities.	<ul style="list-style-type: none"> • Yes, if provided with ACT-Approved Accommodations or standard time. • No, if provided with State-Allowed Accommodations. 	No, scores may <i>only</i> be used for state or district assessment purposes. They are not available to report to colleges, scholarship agencies, or other entities.
What options are available?	<p><i>Extended time or additional breaks:</i></p> <ul style="list-style-type: none"> • more than standard time • up to 60 minutes on the Writing Test • testing over multiple days • additional or stop-the-clock breaks <p><i>Alternate formats or response modes:</i></p> <ul style="list-style-type: none"> • Braille, large type, DVDs, or a reader • scribe or computer on Writing Test, or scribe to circle answers on multiple-choice, if examinee is not able to circle answers 	<p>These options are available:</p> <ul style="list-style-type: none"> • wheelchair accessible room • seating near the front of room • irlen filters/color overlays • individual or small group testing • food, drink, or access to medication, for examinees with medical needs • written verbal instructions and visual notification of time • sign language interpreter (not a relative, not for test items) • examinee circling the answers in the test booklet (testing staff must transfer to answer document, see manual for details) 	<p><i>Extended time or additional breaks:</i></p> <ul style="list-style-type: none"> • more than standard time • up to 60 minutes on the Writing Test • testing over multiple days • additional or stop-the-clock breaks <p><i>Alternate formats or response modes:</i></p> <ul style="list-style-type: none"> • large type, DVDs, or a reader • examinee circling the answers in the test booklet • scribe or computer on Writing Test, or scribe to circle answers on multiple-choice, if examinee is not able to circle answers
What are the eligibility requirements?	<p>ACT-Approved Accommodations are available for examinees with:</p> <ul style="list-style-type: none"> • professional diagnosis • current Individualized Education Program (IEP), Section 504 Plan, or official accommodations plan <p>For details, refer to the Guiding Principles section of this document.</p> <p><i>Note: Examinees receiving services solely for limited English proficiency do not qualify for ACT-Approved Accommodations.</i></p>	<p>Locally Approved Accommodations may be provided without consulting with ACT if <i>all</i> of the following apply:</p> <ul style="list-style-type: none"> • accommodations are consistent with the examinee's accommodation plan at school • accommodations do not disrupt testing, or provide an advantage to the examinee • no unauthorized breaks are provided (e.g., additional breaks or unauthorized stop-the-clock breaks) <p>Additionally, for standard time testing:</p> <ul style="list-style-type: none"> • The examinee must use a regular type (10-point) test booklet. • Testing must be completed in one session using standard timing. • Testing must occur only on the initial or makeup test date. 	<p>State-Allowed Accommodations are available for examinees:</p> <ul style="list-style-type: none"> • with an IEP, Section 504 Plan, official accommodations plan, or exceptions statement that does not meet the eligibility requirements for ACT-Approved Accommodations • whose request for ACT-Approved Accommodations cannot be approved • receiving services solely for limited English proficiency
Is ACT approval required?	Yes. Refer to the Requesting ACT-Approved Accommodations section below.	No.	No. Refer to the Ordering State-Allowed Accommodations Materials section below.

Ordering Practice Materials

You may order alternate format practice materials at no charge at: http://media.actstudent.org/documents/alt_practice.pdf.

Ordering State-Allowed Accommodations Materials

To receive State-Allowed Accommodations materials, the TC must order the test type and quantity needed online. The TC will receive an email with ordering instructions and login credentials. Refer to the *Checklist of Dates* for the order window.



Request Process Overview

Introduction to the Online Test Accessibility and Accommodations System (TAA)

The online Test Accessibility and Accommodations System (TAA) is used for ACT-Approved Accommodations management. The test coordinator, and/or test accommodations coordinator (TAC) use TAA for:

- submitting requests for ACT-Approved Accommodations to ACT
- checking the status of requests
- reviewing decision notifications
- requesting reconsideration of requests that were not approved initially, if applicable
- viewing examinee information for planning purposes, as needed

Process Overview

The process for requesting ACT-Approved Accommodations is shown below.

Stage	Who	Does What
1	TC and/or TAC	<ul style="list-style-type: none"> • Sends requests and supporting documentation to ACT using the online Test Accessibility and Accommodations System (TAA).
2	ACT	<ul style="list-style-type: none"> • Receives and reviews requests and documentation. • Provides an <i>Accommodations Decision Notification</i> online in TAA. • Sends preliminary roster with nonsecure materials to the TC.
3	TC and/or TAC	<ul style="list-style-type: none"> • Reviews each <i>Accommodations Decision Notification</i>. • Reviews the preliminary roster. • Edits requests for reconsideration using TAA, if applicable.
4	ACT	<ul style="list-style-type: none"> • Receives and reviews all requests for reconsideration. • Provides an updated <i>Accommodations Decision Notification</i> online in TAA.
5	TC and/or TAC	<ul style="list-style-type: none"> • Reviews any updated <i>Accommodations Decision Notifications</i>.
6	ACT	<ul style="list-style-type: none"> • Ships final roster listing all ACT-Approved Accommodations with test materials to the TC.

Accommodations Decision Notification

After ACT reviews a request for ACT-Approved Accommodations, an examinee-specific *Accommodations Decision Notification* is created in TAA. The notification contains the:

<ul style="list-style-type: none"> • examinee's name • accommodations approved (including any special authorizations), or not approved, as applicable 	<ul style="list-style-type: none"> • examinee's personal identification number (PIN) for TAA • reason accommodations are not approved, if applicable
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When the *Accommodations Decision Notification* is available to view online, the individual who submitted the request will receive an email.

Reconsideration of Accommodations Not Approved

ACT will reconsider requests for ACT-Approved Accommodations that were not initially approved. If you would like ACT to reconsider a request, you may use TAA to submit additional documentation.

NOTE: Reconsideration decisions may not be available in time for the scheduled test event. Refer to the Preliminary Roster section below.

Notification of Reconsideration

The reconsideration decision will be in an updated *Accommodations Decision Notification*. When the updated *Accommodations Decision Notification* is available to view online, the individual who submitted the reconsideration request will receive an email.

Preliminary Roster

ACT will send a preliminary roster of ACT-Approved Accommodations to the TC with the nonsecure materials, to arrive approximately four weeks before the testing window.

Time Sensitive! You will have approximately one week to review the preliminary roster and contact ACT with requested changes. Refer to your Checklist of Dates for the deadline.

Final Roster

ACT will send a final roster of ACT-Approved Accommodations to the TC with the secure test materials. Examinees must be tested with only the accommodations listed on the final roster. No additional ACT-Approved Accommodations are authorized.

Testing without ACT-Approved Accommodations

If ACT is unable to approve *any part* of the request relating to timing or materials, the test must be administered using:

- standard timing and standard time materials, or
- State-Allowed Accommodations timing guidelines and State-Allowed Accommodations materials, if available



Requesting ACT-Approved Accommodations

What You Need to Have Ready before Submitting Requests

Before you log into TAA to submit requests, have all of the following information ready. Requests must be based on the plan and documentation on file for the examinee.

Examinee Information

You will enter this examinee information:

- state assigned student ID (This is the unique identifying number given to each student by the state.)
- date of birth
- address
- Accommodations Reference Number and date last tested with ACT-Approved Accommodations (if applicable and available)

If the examinee tested with ACT-Approved Accommodations in the past (through ACT Special Testing or State and District Testing), and you have the ACT Reference Number (found on the examinee's approval letter) and the date, you may provide this information to help expedite the current request.

Testing Information

You will select this testing information:

- the ACT
- your testing window: April 2015

Diagnosed Disabilities

You will enter all applicable diagnosed disabilities. See the *Completing the Diagnosed Disabilities Section of the Request* below for help in matching special education categories to the disabilities in TAA.

Plan Information

You will enter this plan information:

- the type of plan in place for the examinee
- if the plan has been in place less than one year, or one year or more

Accommodations Information

You will select appropriate alternate format materials and timing.

Note: If the examinee needs something that is not listed as an option on the online form, you may type in requests for other accommodations. Refer to the *Completing the Accommodations Section of the Request* below for information about test packages.

Documentation

You will upload the most current test accommodations/services pages from the examinee's IEP, 504 Plan, or official accommodations plan.

In addition, this documentation may be required:

- a psychoeducational/neuropsychological evaluation
- a qualified professional diagnosis
- a complete evaluation

You may upload any relevant information under "other documentation." An example of this is a letter from a teacher discussing specific ways in which conditions affect daily classroom functioning.

Note: The accepted file types are PDF, doc, docx, and txt. The maximum file size is 5 megabytes.

Diagnosed Disabilities that Require Full Documentation

Full documentation, including specific diagnosis, is required for the following diagnosed disabilities:

- speech/language disorder
- autism/autism spectrum disorder/PDD, Asperger's Syndrome
- anxiety disorder
- Tourette's Syndrome/tic disorder
- hearing impairment
- visual impairment
- epilepsy/seizures
- other

Refer to the Guiding Principles for specific information about what documentation to include with each request.



Completing the Diagnosed Disabilities Section of the Request

The chart below will help with completing the diagnosed disabilities section of requests for ACT-Approved Accommodations. It provides special education eligibility categories and the equivalent ACT diagnosed disability.

Special Education Eligibility Categories	ACT Diagnosed Disability	
Cognitive Impairment or Intellectual Disability	Cognitive/ Intellectual Disability	(PD) Intellectual Impairment (FSIQ \leq 85)
Traumatic Brain Injury/Post Concussive Syndrome		(TB) Traumatic Brain Injury/Post Concussive Syndrome
Specific Learning Disability - Reading	Learning Disability	(RD) Reading Disorder/Dyslexia
Specific Learning Disability - Mathematics		(DA) Mathematics Disorder
Specific Learning Disability - Writing /Written Expression		(DW) Writing Disorder/Written Expression
Speech and Language Disorder		(SL) Speech/Language Disorder
Physical Impairment, Orthopedic Impairment, Orthopedic Disability, or Severe Multiple Impairment: Physical or Health	Motor Disability	(PH) Cerebral Palsy (PH) Muscular Dystrophy (PH) Quadriplegia/Paralysis of Upper Extremities
Other Health Impairment: ADHD or ADD	Psychological Disability	(AD) Attention Deficit Disorder/ADHD
Autism or Autism Spectrum Disorders		(AU) Autism/Autism Spectrum Disorder/PDD/Asperger's
Emotional Impairment, Emotional Disability, Emotional Disturbance, Serious Emotional Disturbance, or Emotional/Behavioral Disabilities		(AX) Anxiety Disorder (BD) Depression (BD) Emotional/Behavioral Disorder (school team) (PD) Other Psychological/Cognitive Disability, including intellectual disability
Tourette's Syndrome		(TR) Tourette's Syndrome/Tic Disorder
Visual Impairment or Severe Multiple Impairment: Visual (Blindness) or Deaf-Blindness		(VI) Blind/Legally Blind (in both eyes) (VI) Visual Impairment
Hearing Impairment, Hard of Hearing, or Severe Multiple Impairment: Hearing (Deafness) or Deaf-Blindness	Sensory Disability	(DF) Deaf (DF) Hearing Impairment
Other Health Impairment: Diabetes Other Health Impairment: Migraines Other Health Impairment: Epilepsy	Physical/ Motor Disability	(OD) Diabetes (OD) Migraines (EP) Epilepsy or Seizures
Other Health Impairment including but not limited to: asthma, heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia	Other Disability	(OD) Other (HB) Confined to home



Completing the Accommodations Section of Request

The information below explains what is included in the test package for each test format.

IMPORTANT! Please select either DVDs or a Reader's script for an examinee, not both. Base this on what is provided at school, and the examinee's current needs. If DVDs and a Reader's script are selected and the examinee is approved for this request, DVDs will be shipped to the school.

Test Format Requested	Test Package
(01) regular type (10-point font)	regular type test booklet
(02) large type (18-point font)	large type test booklet large type worksheet regular type test booklet
(03) Braille	Braille test booklet regular type test booklet
(07) reader's script with regular type	reader's script regular type test booklet
(08) reader's script with large type	reader's script large type test booklet large type worksheet regular type test booklet
(09) reader's script with raised line drawings	reader's script raised line drawings regular type test booklet

Test Format Requested	Test Package
(19) DVDs with regular type	English audio DVDs DVD usage guidelines DVD track listings regular type test booklet
(20) DVDs with large type	English audio DVDs DVD usage guidelines DVD track listings large type test booklet large type worksheet regular type test booklet
(21) DVDs with raised line drawings	English audio DVDs DVD usage guidelines DVD track listings raised line drawings regular type test booklet

Contacting Us

For questions, contact ACT via one of the following means:

- **Phone:** 800.553.6244, extension 1788
- **Email:** ACTStateAccoms@act.org
- **Fax:** 319.337.1285, to the attention of "State and District Testing Accommodations"



Guiding Principles

Introduction

The purpose of the *Guiding Principles* is to provide information about the documentation to submit with requests for ACT-Approved Accommodations.

Professional Diagnosis

The disability must be diagnosed by a qualified professional with credentials appropriate to the diagnosis. A psychologist, psychiatrist, physician, or learning disabilities specialist/team may diagnose learning disabilities. Only a physician may diagnose physical disabilities.

Policy for Documentation

ACT-Approved Accommodations are provided to examinees with disabilities in accordance with *Title III of the Americans with Disabilities Act (ADA)*. The ADA defines a disability as a mental or physical impairment that substantially limits a major life activity compared to the average person in the general population. The guidelines of the *Diagnostic and Statistical Manual of Mental Disorders*, 4th or 5th Edition (DSM-IV or DSM-5) are used to substantiate the presence of a disabling condition.

To qualify for ACT-Approved Accommodations, the school must provide documentation which shows:

- The diagnosed condition substantially limits one or more major life activities.
- Requests are appropriate and reasonable for the documented disability.

Documentation Requirements

Documentation must be written by the diagnosing professional and must meet *all* of these guidelines:

- states the specific impairment as diagnosed
- is current (*diagnosed or reconfirmed within three academic years*)
- describes presenting problems and developmental history, including relevant educational and medical history
- describes substantial limitations (adverse effects on learning, or other major life activities) resulting from the impairment, as supported by test results
- describes recommended accommodations and provides rationale explaining how these specific accommodations address the substantial limitations
- establishes the professional credentials of the evaluator, including information about licensure or certification, education, and area of specialization
- includes comprehensive assessments (neuropsychological or psychoeducational evaluations), with evaluation dates, used to arrive at the diagnosis

The information below indicates the required documentation for each condition.

Learning Disabilities <ul style="list-style-type: none"> Complete test/subtest results, with <i>standard scores</i> and percentiles from: <ul style="list-style-type: none"> an intellectual assessment using a valid and comprehensive battery an achievement battery evidence that alternative explanations were ruled out 	Speech and Language Disorders <ul style="list-style-type: none"> specific diagnosis, including presenting problems developmental and educational history evidence of supporting the current impact on reading, written communication, and/or learning
ADD/ADHD <ul style="list-style-type: none"> evidence of early impairment evidence of current impairment, including presenting problem and diagnostic interview evidence that alternative explanations were ruled out results from valid, standardized, age-appropriate assessments number of DSM-IV or DSM-5 criteria and how they impair the individual 	Visual Impairments <ul style="list-style-type: none"> specific ocular diagnosis record of complete, current (<i>within past 12 months</i>) ocular examination by an optometrist or ophthalmologist including: chief complaint, history of illness, visual acuity, ocular motility exam (versions, tropias, phorias, stereopsis), slit lamp exam, visual field, and pupil, optic nerve, and retina exam if the diagnosed condition is purported to affect reading, results of a <i>measure of reading</i> (decoding, rate, and comprehension)
Psychiatric Conditions <ul style="list-style-type: none"> age of onset and course of illness psychological tests used history of treatment for the disorder if treatment includes medication and/or psychotherapy how the impairment affects functioning across settings Due to the variable nature of these conditions, documentation must be <i>current within the past year</i>. 	Hearing Impairments <ul style="list-style-type: none"> most recent evaluation of communication skills including speech, reading, and receptive/expressive language skills if a psychoeducational evaluation is available, provide standard scores and percentiles achieved on all tests administered
Traumatic Brain Injuries (TBI) or Post Concussive Syndrome (PCS) <ul style="list-style-type: none"> evidence of <i>current</i>, continued educational impairment relating to requested accommodations, <i>supported by objective data</i> (psychological or neuropsychological testing, observations, rating scales, etc.) date of incident/accident status and diagnosis upon hospital admission length of hospital stay discharge date, review of type and outcome of outpatient therapy (occupational therapy, physical therapy, speech therapy), if applicable 	Autism Spectrum Disorder <ul style="list-style-type: none"> information in the areas such as adaptive behavior, executive functioning, attention, mental health, and academic fluency to support an inability to take a standardized exam in a quiet, controlled setting in the normal time allotted
	Tourette's Syndrome <ul style="list-style-type: none"> history regarding type, frequency, intensity, and duration of motor, visual, and/or verbal tics if medication or other factors (lighting, noise, etc.) are known to exacerbate the examinee's condition, provide documentation to describe if the tics are cause for academically-relevant concerns, (slow reading rate, diminished fluency, or poor attention/concentration) provide evidence from diagnostic tests, rating scales, and teacher observations to objectively support anecdotal findings

NOTE: You may include letters from teachers discussing specific ways in which the condition affects daily classroom functioning to strengthen supporting documentation.

Confidentiality of Documentation

Documentation will be kept confidential and used solely to review accommodations requests. It will not become part of the examinee's ACT score record.

